**Ecosystems Exam Revision**

1. Fill in the gaps:
   1. Organisms of the same species can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with each other to produce \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ offspring.
   2. A population is a group of organisms of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ living in the same \_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the same \_\_\_\_\_\_\_\_\_\_\_\_\_\_ .
   3. A community is two or more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of organisms living in the same area at the same time.
   4. An ecosystem is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of organisms living together and interacting with each other and their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , including \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (non-living) factors.
2. Complete the following chart to show how energy and matter is recycled.

Producer / \_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Makes own food through the process of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Converts \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ materials into \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ materials
* Uses inorganic materials in soil

Detritivore

* Feed on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* This is found in rotting leaves, dung and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

AND

Decomposers

* Convert \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ matter into \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ matter
* Inorganic matter enters \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and is reused by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Herbivore

* Eats \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Classified as a consumer because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Carnivore (eats \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ )

OR

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (eats both plants & animals)

1. Explain the difference between interspecific and intraspecific competition.

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1. List three things that organisms may compete for.

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1. State whether the following are *herbivore-plant relationship*, *predator-prey relationship*, *parasitism*, *mutualism* or *commensalism*.

|  |  |
| --- | --- |
| **Example** | **Type of Interaction** |
| The mistletoe bird eats the seeds of the mistletoe, excreting them and helping the plant to spread |  |
| A hawk swoops in and picks up a mouse for food |  |
| A wasp lays its eggs inside a caterpillar, providing them with food and protection, while the caterpillar dies |  |
| A caterpillar feeds on a leaf |  |
| Barnacles attach to a whale to remain in a habitat where nutrients are available, while the whale is unaffected. |  |

1. Explain the difference between biotic and abiotic factors and provide three examples of each.

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1. A camel could not survive in the snow and a polar bear could not survive in the desert. Explain why, with reference to the terms *tolerance range* and *optimum range*.

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1. Circle all of the statements below that relate to population sampling with quadrats. Place a ★ next to those that relate to the capture-recapture method.

*Squares of a particular size are placed within a particular area and the number of organisms inside the square are counted*

*A sample of animals in the population are collected, tagged and released and another sample is collected at a later date.*

*Estimated population density = total number of individuals counted / (number of quadrats x area of each quadrat)*

*Used for very mobile animals*

*Estimated population size = total number of animals marker & released x total number of recaptured animals / number of marked individuals in the second sample*

*Used for stationary or slow-moving organisms*

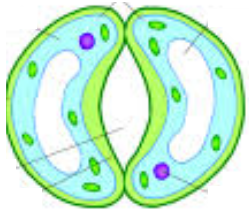
1. Draw your own food chain in the space below and identify: the producer, first order consumer, second order consumer, third order consumer, top carnivore.
2. Add to your food chain to show where all of the energy initially comes from.
3. What would happen if your second order consumers contracted a disease and numbers were drastically reduced? Explain.

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1. Only 10% of the energy from one trophic level will pass to the next trophic level. Explain why this is so.

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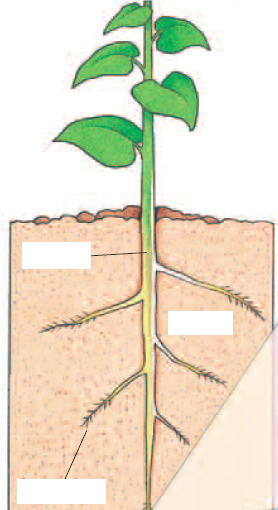
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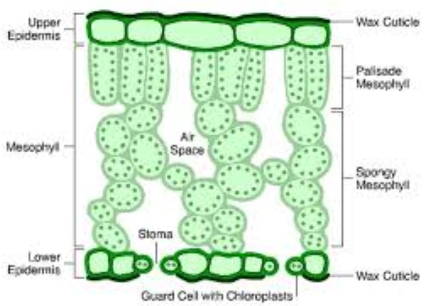


\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Label the following diagrams:





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\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

moving in to the stoma

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

moving out of the stoma

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

moving out of the stoma

1. State the function(s) of the following structures:
   1. Roots

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Stems

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* 1. Leaves

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1. Explain the differences between xylem and phloem.

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1. What materials are exchanged through stomata?

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1. With the use of diagrams, explain how stomata open and close.
2. Provide the equation for photosynthesis.

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1. Which hormone causes plants to bend towards the light and where is this hormone produced?

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1. Provide the equation for cellular respiration.

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1. Explain where glucose for cellular respiration comes from in:
   1. Producers

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* 1. Consumers

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1. List three things the energy from cellular respiration is used for.

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